

YOUTH ACTIVITIES FOR THE CLASSROOM & BEYOND: **BUSINESS/ COMPUTER**

-HIGH SCHOOL (9-12TH GRADE)-

Activities:

BUSINESS BLUES

Discuss how alcohol, tobacco, and other drug (ATOD) abuse affects a business. Calculate what ATOD abuse costs businesses in lost productivity, absenteeism, health care costs, etc.

- For example, in 2007, underage drinking cost the citizens of North Dakota \$141 million (PIRE, 2009). Have the students come up with the possible breakdown of the \$141 million and ask them how much did every citizen in N.D. pay?

Other additional resources:

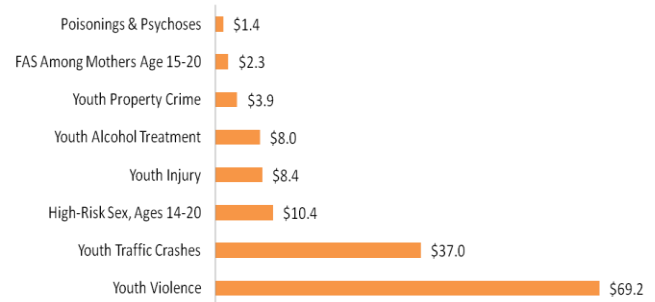
<http://www.nrwcs.com/substance-abuse-costs-billions>

<http://www.alcoholcostcalculator.org/sub/cost/?page=3>

<http://radar.boisestate.edu/pdfs/TheCostofSubstanceAbuse.pdf>

- Create PowerPoint on findings

Costs of underage drinking by problem in North Dakota 2007, in millions (PIRE, 2009)



GRAPH & COMPARE

Create graphs that compares state and national consumption (underage drinking consumption rates and adult consumption rates) and consequences (DUI, alcohol-related crashes, crime, etc.).

Here is a list of resources for data sources:

- <http://www.ag.nd.gov/Reports/BCIReports/CrimeHomicide/Crime09.pdf>
- <http://www.dot.nd.gov/divisions/safety/docs/crash-summary.pdf>
- <http://oas.samhsa.gov/nhsda.htm>
- Example of N.D. data booklet from 2009-2011 for your reference:
<http://www.nd.gov/dhs/services/mentalhealth/prevention/pdf/state-data-booklet.pdf>

PROFESSIONS

Discuss career options and how ATOD abuse directly relates to the work in each of the fields.

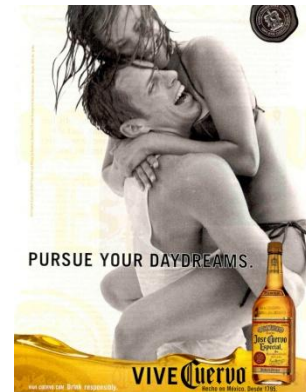
- Drug Enforcement Agency
- Federal Bureau of Investigation
- Other Law Enforcement
- Addiction Counselor
- Attorney
- Juvenile Justice
- Probation/Parole
- Doctor/Nurse
- Social Worker

GLAM SCAM

Bring tobacco and alcohol advertisements to school for a classroom and discuss the messages behind the ads, who is the target audience, and identify the advertising approaches being used. Explain why the message is untrue. For more information on “Alcohol Advertising and Youth” visit

[http://www.camy.org/factsheets/sheets/Alcohol Advertising and Youth.html](http://www.camy.org/factsheets/sheets/Alcohol_Advertising_and_Youth.html).

Note: If you want the students to be creative, have them develop a counter-advertising poster or billboard. Submit those designs to ndprmc@nd.gov for a chance to be on our prevention Web site at www.nd.gov/dhs/prevention.



DESIGN & PUBLISH

Create brochures/print materials/PowerPoint presentations that demonstrate refusal skills and ways to say NO. How would you persuade or market a healthy lifestyle to your peer group? Marketing strategy? What about other age groups...would your strategy change?

For example, create a brochure that lists 101 ways to say no to drugs/alcohol.

Note: View some examples of brochures/print materials or request some (free) for your classroom by visiting our PRMC Web site at www.nd.gov/dhs/prevention. Also, if your classroom develops some great materials, submit them to us for a chance to have them featured on our Web site and possibly printed for your school and community. <http://www.suite101.com/content/top-ten-refusal-skills-for-teens-a29626>

Keys to prevention at this age (9-12th grade):

Drug prevention messages must have a foundation of accurate, factual information from which youth can draw conclusions about the dangers and long-term effects of drug-use. Still, there are certain things educators should keep in mind when communicating with high school students about substance abuse.

- They need to continue learning and practicing how to resist peer pressure and to understand the valid reasons for saying "no" to risky behaviors.
- They need to be allowed to make independent decisions and to assume responsibility for choices that affect them and others.
- They need to see that, as citizens, they are responsible for making their communities better, safer places to live.
- They like to explore different sides of issues, examine various interpretations and justify their actions as correct moral choices.

Evidence Based Prevention Strategies: *Correcting Misperceptions of Norms, Increasing Perception of Personal Risk, Promoting Pro-Social Norms, and Connecting to Community Prevention Efforts.*

SOURCES: Real Life Issues Curriculum Infusion, Network for Dissemination of Curriculum Infusion at Northern Illinois University; American Council for Drug Education (ACDE)

